

## Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	352.000	Custodial	2.000000	Salaries	\$3,279,140	95%
Weighted	543.665	Exempt	0.000000	Supplies, Equip., Services	\$156,705	05%
Regular	379	Support	10.654000			
		Teacher	<u>22.569000</u>			
Year Opened	1959	<b>Total</b>	<b>35.223000</b>	<b>Total</b>	<b>\$3,435,845</b>	100%

### School Philosophy

Kensington School is a VIBRANT place.

When you enter our school, you will feel the **Kensington VIBE**.

The staff, students and parents of Kensington School...

Value kindness, teamwork and relationships  
 Include everyone by respecting and honoring diversity  
 Believe we can all succeed through perseverance  
 Excel to the best of our ability

### Community Profile

Kensington School serves students from the Kensington and Carlisle communities. Kensington school has provided quality education to students in Kensington and the surrounding area for the past 62 years. We are proud of our history and excited about our future! Students at Kensington school represent a wide range of cultural, linguistic and religious backgrounds, all working together towards a common goal: student success! Ours is a vibrant, diverse community of learners, where differences are celebrated and all students are capable of success.

### Programs and Organization

Programming is provided for kindergarten to grade six students in the Regular Program, kindergarten to grade 9 in the Logos Christian Alternative Program, grades one to six in the Interactions Program, and in grades four through six in the Literacy Program.

### School Community Relationships

We would like to acknowledge the following community members who have helped to foster the growth and success of our students:

ATB Financial, Alberta Health Services, Castledowns Salvation Army, Dr. Fika Family Dentistry, Edmonton Immigrant Services Association, Edmonton Public Library (EPL), North Pointe Church, Shepherd's Care, Zion Baptist Church

### Division Priorities 2018-2022

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

Based on the three SMART goals that were established for 2020-2021, report on the results you achieved (with evidence, including referencing the school's Alberta Education Assurance Measure results (formerly the Accountability Pillar results) and describe how achievement of the goal supports the above Division Priorities that were in effect when the goal was set.

**By June 2021, student achievement results in the areas of literacy and numeracy will meet or exceed our previous three-year average as stated on the school's Accountability Pillar. To achieve this, our teachers will engage in collaborative work around assessment designed to improve the teaching and learning of literacy and numeracy.**

#### Results Achieved:

- We completed our 5th year of the 5 Pillars of Reading project with Dr. George Georgio, implementing reading screener assessments 3x a year to inform teaching practice
- Each kindergarten to grade 3 classroom had an educational assistant to allow for literacy and numeracy intervention time
- An educational assistant provided pullout support for ELL students in grade 4-6 students
- Reading Screener Data for Grades 1-8 showed growth in the following areas
  - Word Recognition: 63% of students achieved between 0.14-2 years of growth
  - Fluency: 88% of students achieved between 0.5-2 years of growth
  - Comprehension: 88% of students achieved between 1-2 years of growth
- Early Years Evaluation-Teacher Assessment: 72% of students by the end of kindergarten achieved an appropriate level of language development (5.3% increase from the Fall)
- Fountas and Pinnel Reading level: 59% of students are reading at or above grade level
- HLAT Writing: 45% of students are writing at grade level
- Alberta Education Assurance Measure for Student Growth and Achievement:
  - When asked if the literacy and numeracy skills students are learning at school are useful, overall 89.8% of teachers, parents and students agree that students are engaged in their learning
- Alberta Education Assurance Measure for Education Quality:
  - 87.5% of teachers, parents and students are satisfied with the overall quality of basic education

**By June 2021, Kensington staff will participate in and have opportunities to enhance their professional capacity and leadership skills through a culture of collaboration and distributed leadership, creating welcoming, high quality learning and working environments. Catchment, cohort and school level professional learning will focus on teaching and learning for literacy, numeracy and diversity.**

#### Results Achieved:

- Grade level collaboration to use data to develop strategies to meet student needs
- Staff attended 3 Reading PD targeting vocabulary, fluency and comprehension
- Catchment collaboration with Mental Health Capacity Building: Barrett Ferguson worked with classroom teachers and students to support mental, social and emotional development
- Staff attended trauma informed PD with Mental Health Therapist, Heather Matthews
- Grades 1-3 teachers attended Jolly Phonics training
- Math lead teachers used MIPI data in the Fall to target numeracy vocabulary development across all grade levels
- Building staff capacity around First Nations, Metis and Inuit foundational knowledge
  - Whole staff learning through 2 Crees in a Pod Podcast & Intergenerational Trauma with Indigenous Children PD with Terri Sutjens and Amber Dion

- Indigenous artists projects
- Collaboration group focusing on the OECD report's promising practices
- Classes attended the Westglen Powwow with the Ross Shepard Catchment
- Guests included community members of artists, dancers, elders & knowledge keepers throughout the year
- Black History month provided whole school education and student activities led by 3 teachers including guest speaker, Dr. Vincella Thompson
- Diversity projects included classrooms having rich diverse classroom libraries that represent the cultures of students in their classrooms
- Logos Program: lead teacher organizing schoolwide virtual chapel, service projects and teacher prayer group, transition planning between grade 6 to junior high, and Logos teaching community was established between 6 Logos schools
- Online lead teacher providing PD on effective strategies for online learning transitions. An online collaboration community was created which resulted in co-planning and participation of online classes collaborate with guest speakers, writing and Science projects.
- Virtual fieldtrips and guest speakers during read-in week and National Indigenous Day
- Career Pathways: Junior ATB with grade 5 & 6 classes; Coding Sessions with grade 5/6 and junior high classes
- Interactions Team consulted frequently with Specialized Learning Supports to provide students with complex needs the necessary tools and programming to grow and succeed. Teachers and educational assistants worked extensively around the use of the IPP and goal setting to meet the needs of all students. The Interactions team received a Division Recognition Award for Teamwork.
- Alberta Education Assurance Measure for Citizenship: We increased from 79.8% from the previous year to an overall 86.2% of teachers, parents and students who are satisfied that students model the characteristics of active citizenship
  - 86% of parents agreed that their child was encouraged by the school to try their best
  - 100% of parents agreed that students at school help each other when they can
  - 92% of teachers agreed that students are encouraged to be involved in activities that help the community
  - 81% of students agreed that students respect each other
- Alberta Education Assurance Measure for Learning Supports
  - 90.9% of teachers, parents and students agreed that their learning environments are welcoming, caring respectful and safe
  - 74.6% of teacher, parents and students agreed that students have access to the appropriate supports and services at school

By June 2021, Kensington staff will grow and enhance our rich and diverse school culture by using multiple and varied strategies to engage parents as partners and providing support for the whole child. A focus on establishing a school culture (Kensington Vibe) with staff, students and parents to guide our work throughout this school year.

#### Results Achieved:

- Active Kensington Parent Council and Kensington Parent Association including support with technology, virtual fieldtrips, music equipment and diversifying classroom libraries
- Orientation days in late August to support Interactions and Kindergarten families transition into school
- Logos parent representative to promote the program and act as a liaison between the Logos Society and the school
- Monthly fun themed events for whole school participation
- Monthly Kensington Vibe Awards recognizing 5 students and 1 parent each month
- Utilizing Youtube for daily video announcements
- Communication through SchoolZone, Instagram and newsletters
- Music lead teacher organized a holiday virtual dance party and Spring virtual concert for students and families
- Hosted 1 meet the teacher and 2 parent conferences with options for phone, Google Meet or in-person outdoor meeting
- Alberta Education Assurance Measure for Parent Involvement
  - 72% of teachers and parents were satisfied with parental involvement in decisions about their child's education

#### What were the biggest challenges encountered in 2020/21?

- Many classrooms had multiple transitions from in-person to online learning due to covid cases and mandatory isolation periods. As a result, there were periods of learning loss and gaps in continuity of instruction and engagement due to attendance.
- Cohorting was a barrier to schoolwide in-person events impacting classroom partnerships, collaboration and mentorship opportunities. We needed to create virtual events to engage, connect and build community.
- New teachers and a new principal meant that there was a lot of work to be done around building relationships, school culture, sense of team and a collective direction and vision.

**What are the implications from 2020/21 that will impact your current year plan?**

- **Due to Covid restrictions, our parent involvement measure on the Alberta Education Assurance Measure dropped by 20% as compared to the previous year. We will need to continue to find creative ways to communicate and engage with parents and families as partners**
- **HLAT Writing level and Reading levels scores indicated between 45%-59% of students achieving at grade level performance. We will implement Writing Workshop to provide research-based best practices for writing instruction to improve achievement in this area. Reading intervention time will require intentional planning to target at-risk students from grade 1-3 who experienced significant learning loss in the last 2 years. In division 2, we will provide intervention time to ELL students.**
- **We strive to increase achievement in the areas of reading, writing and numeracy with greater staff participation in professional development and tier 2 and 3 intervention for at-risk students.**
- **With new staff, we continue to strengthen our community through building a collective vision involving all stakeholders and seeking ongoing feedback for school improvement.**

# Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Kensington School (7137)



Assurance Domain	Measure	Kensington School (7137)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	<a href="#">Student Learning Engagement</a>	89.8	n/a	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	86.2	79.8	82.5	Very High	Maintained	Excellent
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">PAT: Acceptable</a>	n/a	n/a	64.3	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	n/a	n/a	4.8	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	87.5	90.2	92.1	High	Maintained	Good
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	90.9	n/a	n/a	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	74.6	n/a	n/a	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	72.0	91.0	87.3	Low	Declined	Issue

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

### Division Priorities 2018-2022

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

The following SMART (Specific, Measureable, Attainable, Relevant, Time-Framed) goals have been established for the 2021/2022 school year. Select the Division Priority number that the goal supports from the drop-down box. Schools are to set one goal for each priority. Central DU's can set their goals around one or more priorities.

**In the Ross Shepard Catchment, our teachers will expand their ability to meet the needs of complex and diverse learners in the areas of literacy and numeracy so as to ensure success for every student. By June 2022, Kensington students will demonstrate measurable growth in the area of literacy and numeracy.**

- We will achieve this by targeted pull-out reading intervention for at-risk students in grades 1-3 and ELL students in grades 4-6 using LLI, applying Tier 2 and 3 interventions using Jolly Phonics, Emergent Literacy and First Steps in Math, focus on the 5 Reading Pillars in classrooms and the Implementation of Writing Workshop schoolwide
- We will measure this growth using the Reading Screener; CAT-4 (Reading, Mathematics, Computation and Estimation); Acceptable and Excellence levels on PATs compared to the provincial average; Number of students achieving at grade level compared to the previous year in HLAT Writing and Fountas & Pinnell Reading assessments; and Growth in the Alberta Education Assurance Measure for Student Achievement and Growth

Priority 1

**In the Ross Sheppard Catchment, staff will participate in and have opportunities to enhance their professional capacity and leadership skills through a culture of collaboration and distributed leadership, creating welcoming, high quality learning and working environments. By June 2022, Kensington staff will participate in and have opportunities to enhance their professional capacity and leadership skills.**

- We will achieve this by having all staff attend professional development (Writing Workshop, First Steps in Math PD, LLI training PD, Dr. George Georgio reading project PD) and offer learnings with collaboration group and/or at staff meetings and/or professional development days; Initiation of the Instructional Leadership team to lead in the professional development plans; collaborating with all stakeholders to create a school vision; Monthly grade level collaboration time to improve teaching and learning practices using data; Whole staff PD on First Nations, Metis and Inuit foundational and Anti-racism; Catchment collaboration with Mental Health Capacity Building partner; Logos teachers collaborate on creating biblical lessons using monthly themes, demonstrating student learning in chapels, and participating in shared service projects.
- We will measure this through feedback on the level student engagement and visible learning in the classroom environment to support students; Teachers applying research and data to inform effective practice, building the capacity of teachers during collaboration time to respond to the needs of all students; Growth in Alberta Education Assurance Measure for Teaching and Learning & Learning Supports; Division Survey results

Priority 2

**In the Ross Sheppard Catchment, we will grow and enhance our rich and diverse school cultures by engaging parents as partners and providing support for the whole child. By June 2022, Kensington will engage students, families, community members and staff to actively participate in opportunities that foster a positive school culture.**

- We will achieve this by utilizing the OECD report and promising practices, all staff will enlist the active involvement of families in helping their children to learn; Partnership with Edmonton Immigrant Services Association supporting families and newcomers; Logos Parent Representative to engage families in the Logos program; Frequent communication through SchoolZone, Instagram, monthly newsletter, Kensington Vibe Awards, Logos Chapel, weekly Friday Movies. student leadership announcements; School-Wide social awareness: Orange Shirt and National Day for Truth and Reconciliation, Terry Fox Run, Latin American Heritage, Black History, Asian Heritage, Mental Health Week, Pride Week, Pink Shirt Day
- We will measure this by the number of parents attending School Council/Association meetings; growth of parents attending conferences/IPP meetings; growth in Alberta Education Assurance Measure for Parental Involvement and number of parents completing the Division Survey

Priority 3

	2021-22 Spring Proposed		2021-22 Fall Revised	
Resources		3,295,240		3,435,845
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>3,295,240</b>		<b>3,435,845</b>
Classroom	19.500000	2,005,224	20.569000	2,115,151
Leadership	2.000000	251,897	2.000000	256,331
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	75,000	.000000	75,000
<b>TOTAL TEACHER</b>	<b>21.500000</b>	<b>2,332,121</b>	<b>22.569000</b>	<b>2,446,482</b>
<b>(% of Budget)</b>		<b>70.77%</b>		<b>71.2%</b>
Exempt (Hourly/OT)	.000000	31,171	.000000	27,122
Support	9.643000	557,993	10.654000	615,637
Support (Supply/OT)	.000000	30,000	.000000	30,000
Custodial	2.000000	144,899	2.000000	144,899
Custodial (Supply/OT)	.000000	15,000	.000000	15,000
<b>TOTAL NON-TEACHER</b>	<b>11.643000</b>	<b>779,063</b>	<b>12.654000</b>	<b>832,658</b>
<b>(% of Budget)</b>		<b>23.64%</b>		<b>24.23%</b>
<b>TOTAL STAFF</b>	<b>33.143000</b>	<b>3,111,184</b>	<b>35.223001</b>	<b>3,279,140</b>
<b>(% of Budget)</b>		<b>94.41%</b>		<b>95.44%</b>
SUPPLIES, EQUIPMENT AND SERVICES		81,103		114,405
INTERNAL SERVICES		100,553		42,100
OTHER INTEREST AND CHARGES		2,400		200
<b>TOTAL SES</b>		<b>184,056</b>		<b>156,705</b>
<b>(% of Budget)</b>		<b>5.59%</b>		<b>4.56%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>3,295,240</b>		<b>3,435,845</b>
Carry Forward Included		0		0
Carry Forward to Future		0		0